

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
La Vega ISD	161-906			
Vendor ID #	ESC Region #			
1-741586927	12			
Mailing address	City	State	ZIP Code	
400 E. Loop 340	Waco	TX	76705	
Primary Contact				
First name	M.I.	Last name	Title	
Charla	J	Rudd	Director of Secondary Ed.	
Telephone #	Email address		FAX #	
254-299-6715	charla.rudd@lavegaisd.org		254-799-8642	
Secondary Contact				
First name	M.I.	Last name	Title	
Diane		Roepke	Deputy Sup. of Finance	
Telephone #	Email address		FAX #	
254-299-6705	diane.roepke@lavegaisd.org		254-799-8642	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sharon	M	Shields	Superintendent
Telephone #	Email address		FAX #
254-299-6700	Sharon.shields@lavegaisd.org		254-799-8642
Signature (blue ink preferred)	Date signed		

Sharon L. Shields, PhD

02-02-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Click and type here to enter response. La Vega High School – grades 10 and 11

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

La Vega Independent School District (LVISD) is applying for the 2018-19 Technology Lending Grant (TLG) for the first time (Priority Points) because the district is in the third year of a lending program funded from local funds; however, only students enrolled in dual credit courses currently have access to mobile devices loaned to them outside the school day. For the last three years LVISD's Technology Leadership Team (TLT) analyzed the impact on improved student achievement. Data analysis included attendance, discipline, teacher surveys, TLT classroom observations, student curriculum-based assessments, and holding focus groups with students and parents. Although every data point mentioned showed positive improvement, the single most important benefit is the higher-level cognitive engagement in learning by students. Mobile devices have allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. Teachers themselves report that before mobile devices, over half of their time was spent in whole class instructional activities and they were unable to adapt to students' readiness levels or learning styles or interests. These teachers report that they struggled with developing instructional materials that reached the rigor required by the state standards or challenged students to learn the material presented at the pace determined by the district curriculum. The teachers saw themselves as the one primary source of information in the room, along with resource materials in the library or encyclopedias or out-of-date textbooks. Teachers' assignments have become differentiated and individualized through the use of technology on a daily basis. Traditional assignments are now remade into meaningful projects, student writings are being published through blogs, experts are interviewed in the classrooms through Skype, students are accessing online research, and individual writing scores have increased more than 10% (*LVISD Teacher Surveys*). **Development of Budget:** In the spring 2017, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a revised Technology Plan. The TLT composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application deciding which campuses were most in need. The budget committee, led by the Director of Secondary Education, addressed the fact that there is a need for additional mobile devices at the 10-11th grade level. The committee considered infrastructure needs, devices, and residential Internet access. However, there are not enough local funds or IMA funds to purchase lending devices for each student. The committee determined a comprehensive budget that provided for: 1) technology devices that will provide access to digital content for students; and 2) residential internet access. Once this tentative budget was developed, it was presented to the entire TLT for input and approval.

Demographics of campuses related to the defined goals and purposes of the grant: LVISD is suburban school district bordering Waco, Texas with a current enrollment of **3,159** students. LVISD serves the community of Bellmead, which according to the Bellmead Economic Development statistics encompasses **10,052** residents of which **38%** are Hispanic. The median household income is **\$36,000** with **20%** below the poverty line. This area is characterized by extreme poverty. According to enrollment data LVHS has a student enrollment of **866** students in 9th-12th grades. **32.83%** of the students are African American; **49.94%** Hispanic, and **14.68%** White. **92.29%** of the students in the district are defined as Economically Disadvantaged and **58.03%** are At Risk of dropping out of high school. **23%** of the students in LVHS have been enrolled in at least one other school district during the year. **13.3%** of the population of Bellmead does not speak English at home and the per capita annual income is **\$18,698**, as compared to **\$24,870** for the State of Texas. The unemployment rate for this area is **11.6%** which is **four times higher** than the surrounding city of Waco (3.7%). Approximately, **30.8%** of the region's working age population do not have a high school diploma, and only **5.7%** of the labor force had a bachelor's degree or higher as compared to **34.2%** for Texas. Although these demographics look bleak, LVISD has focused on the goals and purposes of the TLG by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. **67%** of LVISD students have passed all sections of the STAAR test, **82%** of the students have been deemed College Ready by the TEA, and **50%** of the high school students are enrolled in college classes. Technology lending will extend learning opportunities for LVHS students beyond the walls of the classrooms. **Who Determines Needs Assessment**

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Process: The Technology Leadership Team (TLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent and student feedback to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the TLT's survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The Technology Leadership Team recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the TLP district administration will be provided by the TLG Project Director who is currently the Director of Secondary Education. This position provides the overall technology integration leadership for the district. To ensure that the program receives consistently high-quality management on a day-by-day basis, the oversight will be administered by the Campus Technology Coordinator. **Program Evaluation:** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, assistant principal for instruction and librarian) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: (1) To what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met and leading towards technology integration? (3) To what degree has the TLP stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education and academics? (4) To what degree has this 24/7 technology integration impacted student academic performance and achievement? (5) To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? (6) To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? (7) To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the TLT. In addition, quarterly the TLT will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. LVISD agrees to collect and report data for the performance measures. **Statutory Requirements:** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Grant. LVISD has completely and accurately answered the requirements in the application. 1) LVISD has described how it will use funds to enhance the ISD's technology lending program that loans LVISD's students equipment necessary to access and use electronic instructional materials. 2) LVISD has purchased lending equipment through IMA and local funds for the last 3 years and has addressed in the TLG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to technology devices [TEC 32.301(b) (1-2)]. **TEA Requirements:** LVISD has addressed the seven (7) TEA Program Requirements in the TLG in a thorough manner: a) aligns with existing mission and goals; b) a plan for providing Internet access to student residences; c) how the program aligns with the current curriculum and policies; d) the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; e) a description of the adequate district infrastructure; f) how the grant will be administered on participating campuses including a description of how the check-out and check-in process will operate, who will oversee the process, and the process that will be used to maintain the technology lending equipment in proper working condition; g) how district accounts for the technology lending equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLG as evidence by LVISD's technology project and the fact that annually local funds have been dedicated to technology integration. LVISD has invested in the updating of the infrastructure to ensure every classroom at LVHS has an access points as well as 40 personal "hot-spot" or MiFi devices are designated for student for check-out. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 bills, maintenance on the network hardware and internet access bills. Any additional staff development will be paid through local funds. LVISD ensures that TLP funds will increase the level of service of mobile devices for students and not supplant or replace any existing service.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161-906	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$4,426	\$	\$4,426
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$93,365	\$	\$93,365
Total direct costs:			\$97,791	\$	\$97,791
2.209% <u>indirect costs</u> (see note):			N/A	\$2,209	\$2,209
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$2,209	\$100,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Fees for Hotspot access to residential homes of economically disadvantaged students	\$4,426
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$4,426
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$4,426

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 161-906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 161-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 161-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Mobile Devices for lending program	355	\$263	\$93,365
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$93,365

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	740	82.9%	Of the 740 Economically Disadvantaged High School Students, 21% report not having access to Internet at home (2017 Survey done at Registration)
Limited English proficient (LEP)	132	15.2%	Parent home language surveys
Disciplinary placements	42	5%	Disciplinary placement referrals
Attendance rate	NA	93%	Below the state average of 95.3%
Annual dropout rate (Gr 9-12)	NA	1.2%	Below state average of 2.0%

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											183	165		348

LVISD assures that the application does not contain any information that would be protected by FERPA from general release to the public.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Vega High School (grades 9-12) will be served by the the TLP grant. LVISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the Technology Leadership Team (TLT) is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within LVISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The TLT is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The TLT performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the TLT to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post-secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.
- Causes for student performance problems were identified based on reoccurring trends.
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the TLT committees were communicated to the entire TLT and the task of prioritizing the needs was done by the entire TLT over numerous meetings.
- It was determined that the students at La Vega High School would benefit most from the TLG. Since 8th grade students (2017-18) will bring their mobile devices to 9th grade the grant funds will purchase mobile devices for economically disadvantaged students in grades 10-11.
- A timeline that included the description of the general prioritized steps and activities to be implemented was developed and disseminated to the campus to be followed once the grant funds are awarded.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase equitable access to technology by implementing a lending program for 10 th and 11 th grade students (focusing first on economically disadvantaged and students with disabilities) and providing <u>residential access</u> to the Internet for homes of economically disadvantaged and students with disabilities (LVISD District Improvement Plan, 2018)	<ul style="list-style-type: none"> • Provide priority structure for student access to technology • Implement policies to address the use of technology to support school and home use • Implement procedures to check-out and sue technology • Implement procedures to provide Internet access to students' homes
2.	Increase student academic achievement in core subject areas (ELA/reading; mathematics; science; social studies)	<ul style="list-style-type: none"> • Increase the access to relevant technology devices, tools, resources, and services for personalized learning 24/7 • Encourage teachers to incorporate innovative models of technology integration to meet the needs of students and prepare students for the next grade level • Incorporate new technology and electronic instructional materials in the core curriculum
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	<ul style="list-style-type: none"> • Individual technology devices allow teachers the ability to present information to students in multiple formats and multiple media. • Students with disabilities and ELL students will have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest.
4.	Increase digital learning for economically disadvantaged students in 10 th and 11 th through the use of mobile devices that can be used 24/7	<ul style="list-style-type: none"> • Individual technology devices will allow teachers the ability to present information to students in multiple formats and multiple media in lieu of traditional print instructional materials • Students with disabilities and ELL students will have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest. • Identify multiple methods of accessing curriculum and knowledge through technology
5.	Provide training so the staff is confident and competent in integrating technology throughout the curriculum (local funds)	<ul style="list-style-type: none"> • Use continual professional development to increase teacher strategies using digital materials • Provide support for teachers using technology • Use student and teacher skill levels in technology to guide instructional practices • Incorporate the use of professional learning communities (PLCs) for instruction and learning opportunities

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Schedule #14—Management Plan

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLG Project Director (PD)	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	TLG Coordinator	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams
3.	Technology Integration Specialists (TIS)	Bachelor's Degree in Education or education related field; at least three years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase 10-11 th grade students' access to digital courses & tools to increase academic performance in core subjects through wireless devices	1. PD will meet with staff to explain the project expectations, procedures & timelines	05/01/18	08/01/19
		2. Purchase 355 mobile devices	05/15/18	05/31/18
		3. The TLT will establish a checkout & in procedure	05/10/18	05/25/18
		4. Issue mobile devices to students/hold orientation	08/21/18	09/28/18
		5. PD will continuously monitor project	05/01/18	08/31/19
2.	100% of 10-11 teachers will utilize digital textbooks & materials in course content	1. TIS will visit classrooms to assist teachers with digital textbooks	09/04/18	05/24/19
		2. Core content teachers will work in PLCs to address digital textbook issues/concerns	09/04/18	05/24/19
		3. Teachers will work in PLCs to develop strategies for online instructional materials & content	09/04/18	05/24/19
3.	EOC scores will increase by 10% for Econ Disadvantaged & learning disabled students	1. Monitor Econ Disadvantaged & Learning Disabled students' progress	09/04/18	05/24/19
		2. Hold after school technology parent workshops	09/04/18	05/24/19
		3. Hold tutorials for students needing assistance	09/04/18	05/24/19
4.	The number of eligible Econ Disadvantaged students who have Internet access at their residence will increase	1. Publicize all facilities in Bellmead & surrounding communities that provide free Wi-Fi	09/04/18	05/24/19
		2. Open access to LVHS library through extended hours on Saturdays and every evening until 6:00 PM so students can use district Wifi free	09/04/18	05/24/19
		3. Check-out MiFi internet access to provide Internet home access	09/04/18	08/31/19
5.	Parent Involvement will increase by 20% for parents of 10-11th grade students	1. Feature Digital Citizenship and Safety during Parent University meetings throughout the year	09/04/18	08/31/19
		2. Communicate with parents through emails, blogs, websites, social media, parent portal	09/04/18	08/31/19
		3. Survey parents to gather information on program	05/01/19	05/20/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed **TLP**. In particular, the Project Director, in coordination with the Technology Leadership Team will utilize evaluation instruments to assess the following indicators: **(1)** to what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; **(5)** to what degree has this behavior impacted student achievement? **(6)** to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and **(8)** to what extent has parent participation increased. To support instructional teachers in moving to a technology lending program, Technology Instructional Specialists will provide "Lunch and Learn" 30 minute sessions twice a month on campus. Badges and team technology challenges will be feature teacher uses across the campus and be used to measure the growth in instructional delivery. Qualitative data will be collected through session evaluations and the number of teachers completing team challenges. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the Technology Leadership Team will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented. Quarterly check-in dates that focus on data analysis will be conducted with the full TLT to monitor the program goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD is currently seeking additional outside funding to enhance and sustain the existing technology lending program which is funded from local funds and IMA funds. All equipment purchased to be used/loaned by students with funding from the TLT will be incorporated with other technology devices into one program by using the same personnel to administer resources and by using the same guidelines for students and families. Distinctive equipment logs will be kept for each funding source. Equipment will also be labeled with appropriate funding source (federal, state, local, etc.). Although all equipment will be housed and used as a joint venture, the ability to account for resources from each program separately will be maintained. Leveraged funding will enhance program accessibility for families and students. The goal is for each economically disadvantaged student to have their own device on a one-to-one basis. LVISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has been done to make this project successful.

LVISD intends to ensure that LVISD will remain committed to the TLP success by using a very inclusionary model. Teachers will be included in making decisions for the schedule before it goes to the TAC for prioritization. By leveraging funds with other grant programs, LVISD hopes to obtain a Technology Lending Program for 10th and 11th grade students by the end of the 2018-19 school year. Implementing an effective Technology Lending Grant (TLG) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and at the campus level. By participating in the Technology Leadership Team, all stakeholders have agreed and committed to LVISD by signing a Letter of Commitment stating that administrators including at the district level administrator and the principal at La Vega High School will commit to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of 10-11 grade Economically Disadvantaged and learning disabled students who received a wireless mobile computing device through TLP	1.	Mobile Device check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in student attendance
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Mobile Device check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
3.	Accelerate student learning by providing extended time for practice/learning through a 24/7 lending program	1.	Digital resources reporting tools
		2.	Student Feedback
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase in regular use of digital resources outside of the school day through extended learning through lending program (hotspots)	1.	Wi-Fi /hotspot usage reports
		2.	Digital resource reporting
		3.	Increase the number of digital textbooks offered to students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data included in the evaluation design is an ongoing process and began with LVISD developing a Needs Assessment Summary and Improvement Plan as part of the Technology Leadership Team (TLT). It is the goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The TLT has worked together to identify specific goals for La Vega High School based on Texas Academic Performance Report (TAPR.). 39.4% of the students at LVHS were enrolled in remediation courses their first year at an Institute of Higher Education. 24% of 8th graders will need Accelerated Instruction in reading and math and over half of the minority students in the district will need acceleration in reading and math. Attendance for students at the high school campuses does not meet the state average of 95% in any subgroup. The following data is collected at the campus level : 1) pre-posttests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments); 6) number of students with improved performance in assessments; 7) percentage of participating 3-8th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013) and 9-11 End of Course Exams. Any problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, the campus is able to identify the number and names of students they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through Eduphoria and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD began researching technology lending programs in January of 2015. The Technology Leadership Team began by investigating districts of similar size and demographics that had successfully implemented a lending program. A committee of teachers, administrators, technicians, parents, and community members meet twice a month to develop a vision and lay out a plan for developing a lending program. The Technology Leadership Team developed a vision that included preparing educators to use digital devices to increase student cognitive engagement and thereby increase achievement as well as providing connectivity to the homes of students who did not have Internet access (approximately 87 students according to student/parent surveys from August 2017 registration materials). The committee crafted policies for lending, revised Acceptable Use documents, developed processes for purchasing apps, and replacement procedures for devices in need of repair.

Currently La Vega High School has 125 mobile devices that are designated for lending to students enrolled in the Early College High School only. District E-rate funds have recently been used to update the infrastructure by installing access points in the ceiling of every classroom at LVHS. Continued monitoring and evaluation of the program uncovered a gap in students that had internet access at home. To address this issue, mini Wi-Fi devices to lend to students were purchased for LVHS; however, there was inadequate funds to purchase enough to cover the great need that LVHS has.

LVISD proposes to use TLP Grant funds to purchase mobile devices for students in grades 10 and 11 at LVHS to increase the number mobile devices to be used for lending and increase the level of services for students, especially economically disadvantaged students and learning disabled students. Using lessons learned from previous technology immersion projects, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by September 1, 2018.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In deciding whether to apply for the TLG, the Technology Leadership Team (TLT) first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. LVISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of *"graduates will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the district will increase educational delivery systems through the use of technology"* aligned perfectly with the intent of the TLG program. The TLT also examined the LVISD Technology Plan (template attached) and results from the BrightBytes Survey. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. LVISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom.

The TLG concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans that LVISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner:

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting Technology goals, monitoring and evaluating our Technology plan on an ongoing basis is vital to our success.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary purpose of the the TLG proposal is to assist the district in providing economically disadvantaged and learning disabled students in grades 10-11 with a personal Chromebook. The funds in this proposal would address 10th and 11th grade grade students who have been identified as not having Internet access at home or participate in the free/reduced lunch program. LVISD will issue 4G devices and Wireless Cards for technology access when necessary. The Wireless Cards will enable Internet access in all areas where cell phone service is accessible. The plans have unlimited usage for one set fee. Cards will not be distributed with all devices, but only with those that are checked out by students with a documented need of home connectivity. Verizon, a dedicated partner of the district, provides LVISD Hotspots free of charge. As LVISD administrators and technology staff were initially investigating the technology lending initiative, providing Internet access to homes of students was a concern. Knowing that there is a population of students who have problems accessing the Internet, the Technology Leadership Team (TLT) extensively investigated Internet access to students' homes by surveying parents and students (BrightByte Survey) as well as input from community and staff members.

LVISD's plan to handle this situation has been and will continue to be a concerted effort to publicize all facilities in Bellmead and surrounding communities that provide free Wi-Fi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. LVISD also works with area churches who provide sessions such as Parent University so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members. If a student does not have Internet access, LVISD will provide internet access through the MiFi lending program. If a student needs internet access for longer than a week, the campus will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access. The district is fully aware that it may need to increase the number of MiFi devices currently contracted through Verizon in order for the mobile device to access the Internet while the student is home.

LVISD understands that any equipment purchased with the TLG funds is the property of LVISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLG aligns perfectly with the current curriculum, instruction, and classroom management policies on the campuses at LV ISD. At the beginning of the technology lending initiative, LVISD's District Improvement Team developed a local curriculum framework. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. LVISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 2% since 2015. Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD has adopted and will be using digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

10 th Grade	11 th Grade	12 th Grade
Stem Scope in Biology	Khan Academy	Khan Academy
Think Through Math	APEX	APEX
APEX English (acceleration software)	Edgenuity	Edgenuity
Edgenuity (credit recovery/TSI/SAT/ACT Prep)		

The TLT examined school improvement efforts of the last decade and concluded that the narrow, piecemeal attempts made in the past to improve LVHS lacked the fundamental supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Too often teachers worked in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and were often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum. Even after 3 years of staff development and training, LVHS has pockets of teachers (some new to the district) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, LVHS has created an online professional learning community (PLC) composed of teachers and students. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment. In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provided promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning. Technology lending and electronic instructional materials are incorporated into LVISD's technology plan.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD assures that the infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at the high school participating campus.

The district has Cisco Switch and Router equipment that will allow the district to expand to a 10GB network infrastructure. By 2020, the district plan is to increase the district bandwidth sufficient to provide 1MB per student.

Currently every classroom has a Cisco access point. Additional access points have been installed throughout the building in common areas to strengthen connectivity. The district currently has fiber optic cabling for Local Area Network (LAN) and Wide Area Network (WAN) connectivity throughout the district. The high school current speed of the LAN is 10GB between the Main Distribution Frame (MDF) and Intermediate Distribution Facilities (IDF) with 1GB on the WAN side.

Teachers at LVHS have a variety of devices. Each classroom teacher has either a Dell 7000 all-in-one workstations or Latitude 7000 series laptop computer. There are 4 fixed technology labs, six mobile labs, and Library Media Center that students can use. All campus staff, teachers and administrators have Microsoft and Google accounts. The district has a purchasing cycle of new hardware every 5-6 years. The installation of new equipment is completed by the Technology Department with any hardware still in the life-cycle being repurposed to a campus/classroom. The end-of-life hardware is stored for recycling at the conclusion of the school business year with funds reinvested in the technology budget for purchase of new equipment.

During the previous 3 years, all teachers have participated in training and staff development in effective engaged learning activities delivered by Google Certified Trainers and District Technology Specialists. Trainings have been offered in a variety of modes, whole campus group, small content area groups and one-to-one instruction. 8 teachers attended the International Society for Technology Education (ISTE) conference in 2017, 22 attended the Texas Computer Educator Association (TCEA) conference to grow in proficiency in integrating lessons and make connections with cores content.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Grant will be administered using non-grant funds and LVISD assures there will be adequate staff to administer the program and ensure successful implementation. The TLG Project Director (PD) will oversee the implementation of the grant. The PD will be responsible for purchasing devices and accessories and insuring the equipment. The campus librarian will be responsible for accounting for all equipment, installing software, and organizing the "Roll Out". Devices will be purchased as soon as possible after the grant award and will be distributed to students during an "Orientation." The PD will lead the mandatory "Orientation" for parents and students. Parents and students **must sign the Computer Protection plan and a Student Pledge documents (part of the Technology Lending agreement)** before the device can be issued. In addition, prior to receiving their devices students must also demonstrate they are competent in Digital Citizenship by taking a short test to access their knowledge on the societal demands of increased use of online technology through communication and collaboration, critical thinking, problem solving and decision making as well as how promote positive digital citizenship. Since students will be able to check out device to be used for 24/7 access, classroom teachers will not have to coordinate computer check-in or check-out. The campus librarian will collect student devices at the end of the year for maintenance, cleaning, and software installation. Students will bring their devices to all classes, unless specifically instructed not to do so by their teacher. However, there are a few instances where students will have to check in and check out their device on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their devices home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students check out their device and return the device at the end of the day. Also, a very small percentage of students (less than .05%) will break their issued device more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis or use devices provided in each classroom for students to use. However, in all of these cases, the check in and check out is done by the campus librarian, not the classroom teachers. The procedures for maintenance of the technology lending equipment are outlined in the Technology User policy.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to LVISD Board Policy (CMB Legal) the campuses conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered. LVISD assures that the technology lending equipment will be accounted for in accordance with district policy. The results of the inventory shall be recorded in the campus' files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. 19 TAC 66.107(a). The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, LVISD's centralized asset management that typically accounts for all equipment on the campus. Once the equipment is ordered and received, the Librarian will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. LVISD believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. LVISD provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students.

Grant funds will not be used to replace lost, stolen or damaged equipment.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: